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ABSTRACT

This document describes the Delaware approach to transition from the secondary vocational center to postsecondary education. A consortium of state legislators and state and local educators, the Delaware Consortium on Technical Preparation Programs (Tech Prep), has the following mission: establish lines of communication between participating secondary and postsecondary institutions involved in the articulation process; identify which secondary and postsecondary instructional programs can be easily coordinated for transition; rewrite or expand curricular competencies in those instructional programs identified for articulation; cooperatively design guidance forms, test forms, and course competency checklists for participating students; publish and distribute a quarterly newsletter about articulation and Tech Prep efforts; develop a functional operational model to solicit the involvement of business and industry; design an evaluation model to track program and student success; provide technical assistance to cooperating instructors for curriculum development; and conduct a public relations effort to enhance student and public awareness of the program. Figures showing a business and industry model, a workshop model, a student progress model, and the Tech Prep evaluation model are included, along with a sample articulation agreement. (CML)

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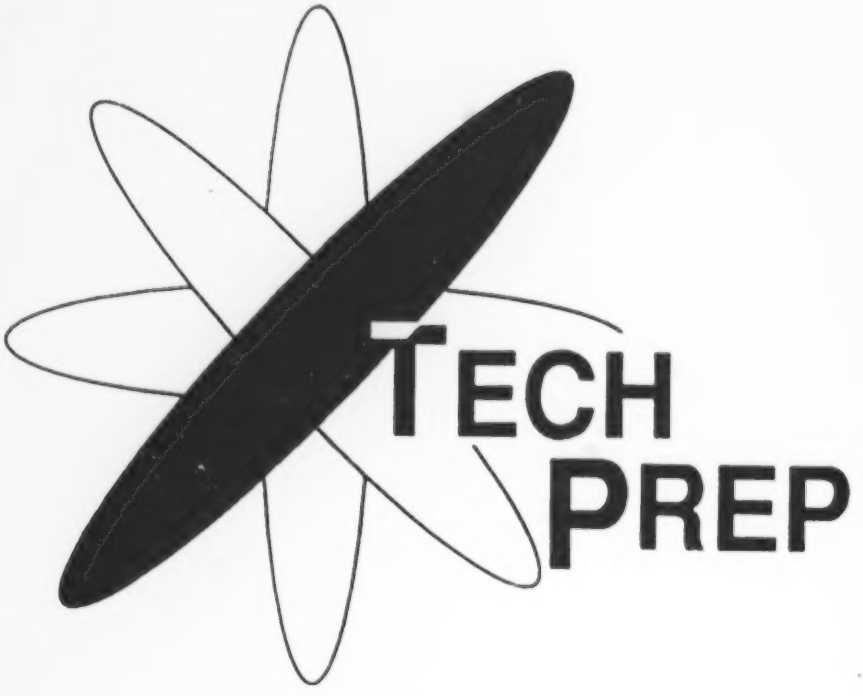
COMPENDIUM OF MODELS



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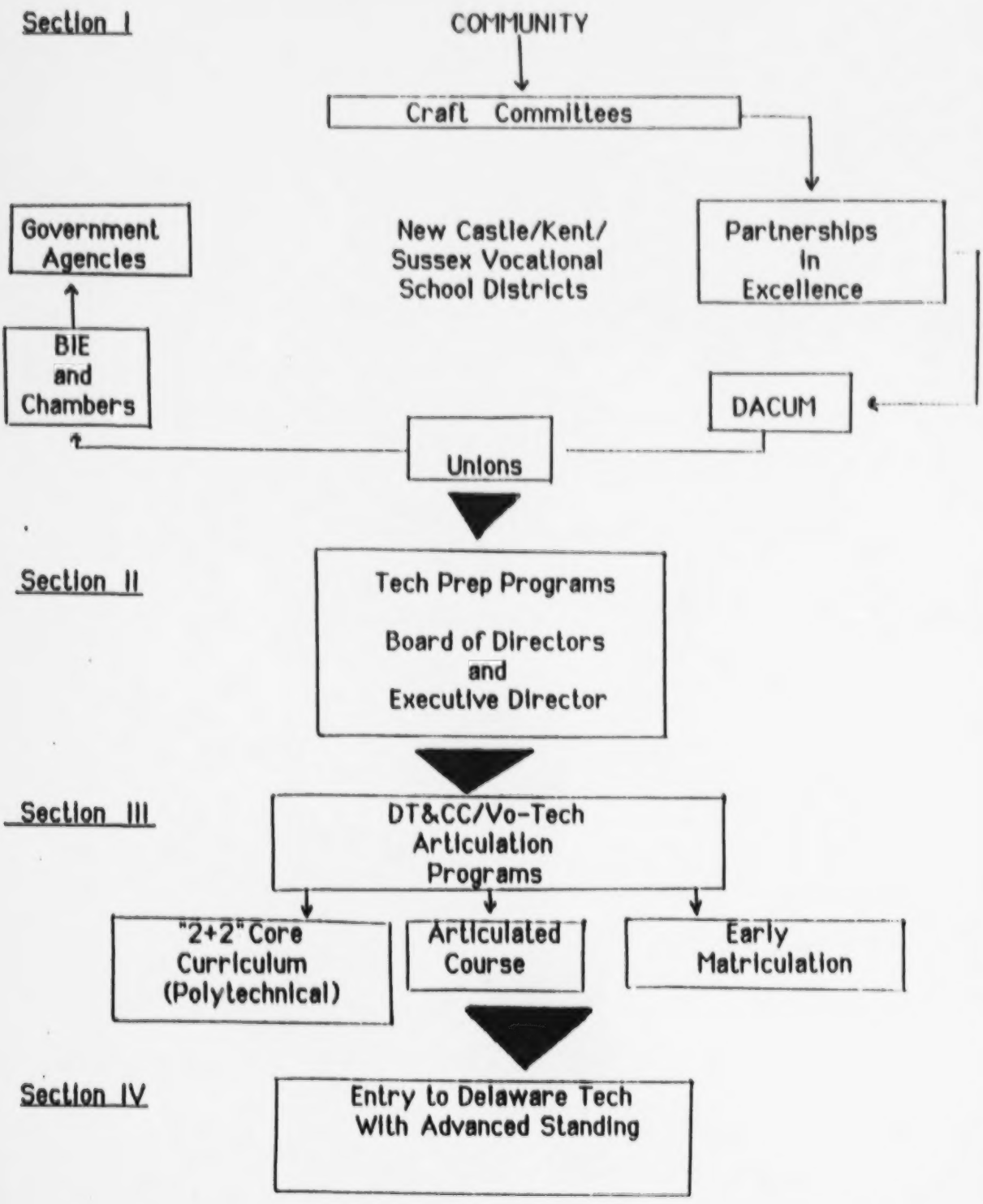
Business & Industry Model



Section I - Description of Craft Committee and Partnerships in Excellence

The vocational technical high schools formulate craft committees for each course of instruction taught in each school. From these craft committees, members join a smaller group representing the entire district and are identified as Partnerships in Excellence.

The craft committees advise on the specific curriculum needs of their craft while the Partners advise the district on policy and procedures related to curriculum development or revision. The Partners also serve as outreach agents into the community.

Both groups are encouraged to actively participate in an advisory capacity and to impact on the scope, sequence and technical development of our curricula.

Description of DACUM

The consortium recommends that the DACUM process be the vehicle through which business and industry can impact on the curriculum. DACUM is an ACRONYM for "Developing a Curriculum." This method is highly touted by the National Center for Research in Vocational Education, Ohio State University. The basic premise states that the technical professionals are those individuals who earn their living performing on the job daily. They know the duties and tasks necessary to be successful at the job. By convening a panel of eight to twelve such professionals, recruited by the craft committee members of the "Partners," trained facilitators begin to elicit from the panelists the pertinent duties and tasks performed on their job. Then the facilitators encourage the panelists to identify: (a) the worker traits and attitudes; (b) knowledge; (c) special skills; (d) tools and equipment needed to be successful. Upon the conclusion of identifying categories "a through d," the facilitators should have a comprehensive framework to assist the teachers in restructuring the content of the instructional course of study.

The remaining task, or course, is identifying and listing the specific competencies and evaluation criteria under each task. However, this latter phase is left to the instructor.

The participating professionals have impacted on the curriculum through a positive contributory process. Quite often they provide additional free resources to the district/school. Members of the DACUM panel should always be asked to return on an approximate six month schedule to observe the classroom and evaluate the curriculum content.

Union Involvement

While vocational-technical centers must begin to seek the technical expertise of the business community, the district personnel must continue to maintain close cooperation and the involvement of the various union representatives. Trade and technical courses still lead to apprenticeships, journeyman status, licensing, and finally to full union membership. For our graduates, these access roads must remain open. The unions must be represented across the board on craft committees and within the partners group.

Description of BIE and The Chambers

In Delaware, we are fortunate to have a group known as BIE, the Business, Industry, and Education Alliance. This group meets in each county on a quarterly basis and interactions with various business, industrial, community and educational groups take place. Problems and solutions are discussed on a wide range of topics concerning both business and education. Several unique and outstanding programs involve both community groups and student groups. More importantly, however, BIE continues to facilitate a cooperative effort and encourage active participation by business.

The various state and local chambers of commerce participate in BIE but also have ample resources to support educational efforts as well as assisting in economic development. The chambers could be a valuable public relations arm and specific public relations plans should be implemented by the districts

relying on the expertise of chamber members. The chamber members have a multitude of experiences that can be utilized by our state model.

Description of Government Agencies

The final element or as we perceive it, the cement that binds the model, is state government. The agencies within our state that impact on the model are the Department of Public Instruction, State Board of Education, the Department of Labor, the Delaware Development Office, the Legislature and the Executive Branch.

In Delaware, with the current emphasis on economic development, we are beginning to build broad base approaches which include contributions from many agencies. As the executive branch determines the statewide budgetary priorities and the legislature concurs, the agencies mentioned above begin to implement the short and long range action plans designed to enhance our vocational delivery system and enhance economic development. More so than in previous administrations, interagency cooperation is flourishing and positive outcomes are resulting.

Section II -- Consortium

As business, community and government agencies cooperatively begin to impact on the vocational delivery system, our next identifiable priority is the transition of students to work or on to postsecondary education. The transition to work is the task of the craft advisors, partners, administrators, staff and placement counselor services within the vocational centers. These services are long standing, have an excellent reputation and function well.

The neglected component has been the transition to postsecondary education from the secondary vocational center. Members of the government, primarily one interested legislator, joined quickly by several far sighted colleagues, helped develop a consortium to attack and solve the transition problem. Other significant contributors included the President of the State Board of Education, the State Superintendent of Public Instruction, the State Director of Vocational Education, the three Superintendents

of the County Vocational Systems, the Executive Director of DACCVE (Vocational Advisory Council) and the President of Delaware Technical and Community College (DTCC).

The consortium was organized and adopted a formal name, "The Delaware Consortium on Technical Preparation Programs." The programs are referred to as "Tech Prep." A Board of Directors was convened, an Executive Director employed and operations began in January, 1987. the mission of the Consortium is to:

1. Establish lines of communication between participating secondary and postsecondary institutions involved in the Articulation Process.

2. Identify which secondary and postsecondary instructional programs can be easily coordinated for transition.

3. Rewrite or expand curricula competencies in those instructional programs identified for articulation.

4. Cooperatively design guidance forms, test forms, and course competency checklists for participating students.

5. Publish and distribute a quarterly newsletter about articulation and Tech Prep efforts.

6. Develop a functional operational model to solicit the involvement of Business and Industry.

7. Design an evaluation model to track program and student success. (see form:TP 1987-01 -"Tech Prep").

8. Provide technical assistance to cooperating instructors for curriculum development.

9. Conduct a public relations effort to enhance student and public awareness of the program.

ARTICULATION MODEL

Steps

1. Secondary and Postsecondary institutions agree on a technical area (as defined in the Perkins Vocational Act) that can be articulated.

2. A workshop is scheduled so that instructors from Secondary and Postsecondary schools can meet and discuss (a) Course Content (b) Scope and Sequence (c) Goals and Objectives (d) Specific Competencies (e) Instructional Materials (f) Equipment (g) Textbooks.

3. Where there are areas of weakness in the Secondary program, recommendations are made to strengthen the course so that it meets the postsecondary criteria.

4. Where programs initially meet or upon proper modification meet the requirements in (2) above, the course is designated as an articulated course.

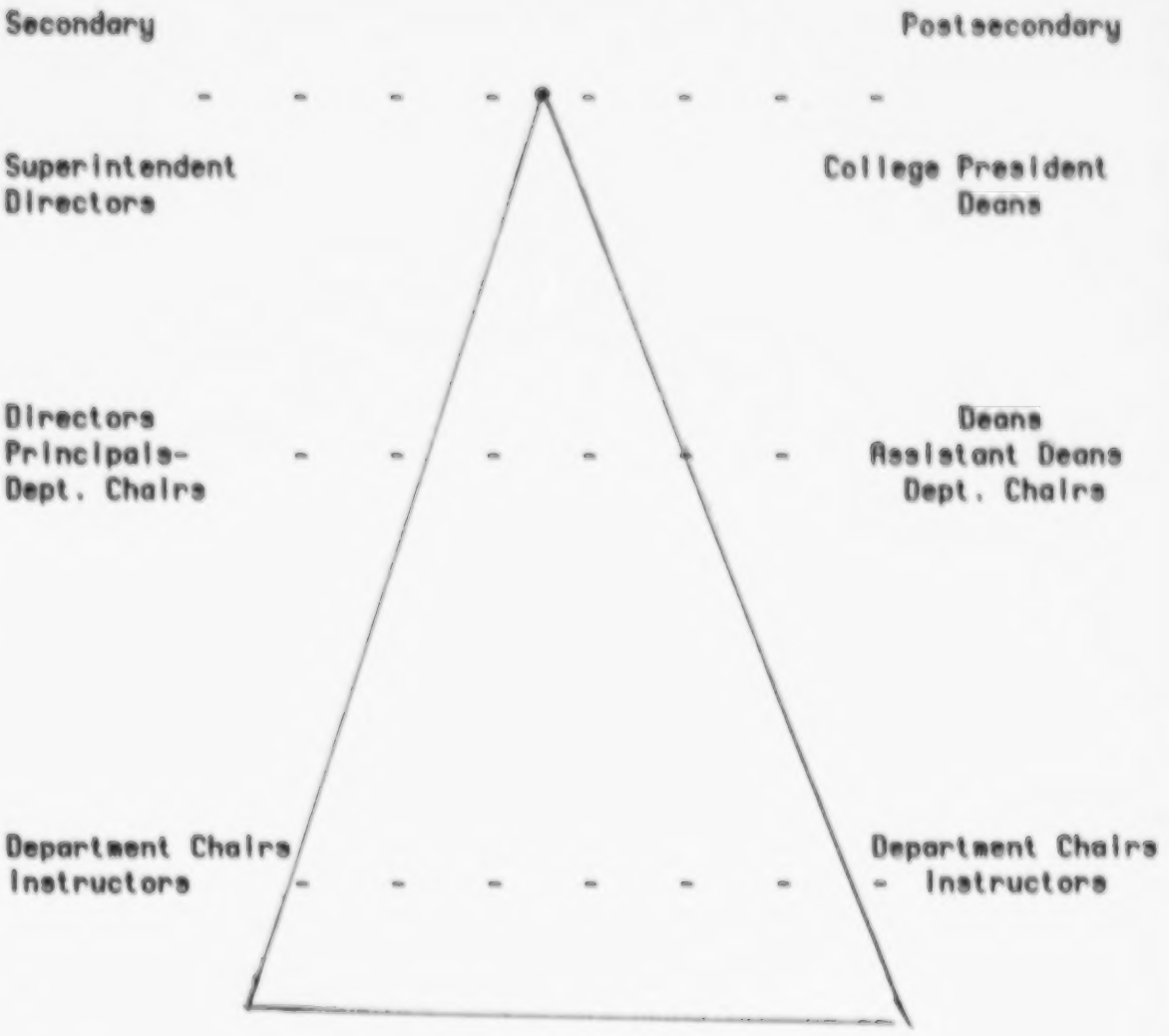
5. As many courses should be articulated as feasible within a technology in order to strengthen the appeal of advance credit.

6. Once there is adequate technical articulation, staff can begin to consider support core curricula courses such as Math and Science. Several workshops may be needed to finalize the product.

7. All articulated courses and caveats are specified and the process ends when both institutions formally adopt and sign an "articulation contract."

8. Articulation Contracts should be reviewed annually. Follow-up meetings should be scheduled between staff members to maintain lines of communication.

WORKSHOP MODEL



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Section III - DTCC/Vo-Tech Articulation

Through the efforts of "Tech Prep," the Vocational-Technical Districts, and Delaware Technical and Community College have developed programs to ease the transition to postsecondary education. A comprehensive explanation of these articulation programs may be found in the position paper, Mandate for Technical Preparation Through Secondary and Postsecondary Articulation, developed by Tech Prep.

There are three identifiable strategies currently operating.

Core Curriculum is better known as "2+2." Grades 11 and 12 in high school are highly structured and coordinated with grades 13 and 14 at Delaware Technical and Community College (DTCC). Students transferring to DTCC progress through a series of sequential competencies eliminating repetition of tasks already mastered and avoiding gaps in relevant instructional knowledge. Advance credits for DTCC may be earned in grades 11 and 12 while students are still in high school.

Articulated Course is an agreement between DTCC and a secondary school stating that a specific secondary course meets DTCC standards. Successful students do not repeat the course at DTCC. Advanced credit can be earned and applied upon admission to DTCC.

Early Matriculation is for high school seniors who need a few credits to graduate and can schedule morning classes. They apply for admission to DTCC and once accepted, leave high school, drive to the nearest campus and pursue college courses at DTCC in the afternoon. For an overall view of the reasons behind the articulation movement, one may read The Neglected Majority, by Dale Parnell.

Visiting Instructor Program is offered to participating high schools who have advance credit agreements with Delaware Technical & Community College. Specialty courses are difficult to man. Often high schools do not have either the enrollment nor resources to schedule specialty courses. The VIP program permits a qualified instructor from the community college to conduct a specialty course for advance credit at the high school. The Prep

school. The Prep provides the necessary instructional materials. The high school is only responsible for providing space and organizing students interested in attending.

Section IV - Entry to Delaware Technical and Community College with Advanced standing.

This is the ultimate objective of our model. However, one can easily evaluate that it is not accomplished without difficulty. Staff members must agree to the sequenced competencies, institutions must agree to cooperate, and the concept must be acceptable to the Education community and our students. A comprehensive examination of current national programs and problems may be found in Avenue for Articulation, The National Center for Research on Vocational Education, Ohio State University.

Nevertheless, the Delaware project is underway and the early signs indicate that:

(A) Student acceptance is highly positive.

(B) Public acceptance is growing.

(C) Institutional Staff involvement is positive and growing rapidly. New programs are planned for September1989 and 1990.

(D) A public relations effort is being organized and should be implemented prior to September 1989.

(E) A cooperative effort has been established with the Delaware Teacher Center to offer courses for Statewide secondary and postsecondary staff in developing "2+2" curricula. Teachers will earn state in-service credit for the course.

(F) A student educational accounting system has been organized and is accessible through the statewide educational computer system (ECS).

(G) Workshops are being organized and conducted. Workshops completed to date have been rated highly by participants.

For an up-to-date review of specific program data, enrollments and a general progress report, one may obtain, Tech Prep: Program Description Booklet, Delaware Consortium on Technical Preparation Programs, February 1, 1989.

STUDENT PROGRESS MODEL

Recruitment

Presentations should be developed and offered to students statewide in grades 8 and 9. Presentations should be made to students in their current school of attendance and coordinated through the vocational administrative and guidance staffs. The presentations may take various forms. They may be films, slides, handouts, transparencies or utilization of the Youth Speakers Bureau.

Delaware recently enacted legislation that provides one Career Guidance and Placement Counselor (CG&PC) in each high school in the state. The priorities for these counselors include presentations to middle schools in an effort to inform middle school students of the available choices.

The Youth Speakers Bureau is a concept developed by the Public Relations Subcommittee of the Business, Industry and Education Alliance (BIE). High school students and recent graduates who have been successful in a chosen technical occupation accompany the professional guidance counselors from the technical centers to assist in the recruiting seminar.

Normally, however, the guidance counselor from the technical center schedules a seminar with the home school principal and makes the presentation using one of the strategies listed above.

In order to assure that all eligible and interested students have an opportunity to learn of "Tech Prep" programs, a brochure has been developed for distribution to schools and direct mailing to homes. Thus, students who may have been absent are not left out.

Billboard designs and spot radio announcements should be developed. These adds and announcements are tax deductible since Tech Prep is a non-profit organization. This combined approach would be developed as a strategy to inform the general public of "Tech Prep" programs, develop public confidence and support, entice students who have not made a final decision on their high

school career and establish the Tech Prep Logo as a recognition symbol for excellence in the community.

The Tech Prep Logo was designed by a Technical Student at Delcastle High School, Miss Carl Sheehan, in an open statewide competition that drew fifty-two entries. The Logo now adorns the billboard displays, Tech Prep letterhead, brochures, and our graduation emblems. Miss Sheehan was awarded a U.S. Savings Bond for her winning entry.

The Tech Prep motto is, "High School Students can Earn College Credit" and our slogan is, "Prepare Today for Tomorrow's Jobs."

Enrollment

Interested students may contact either their home school counselor or the vocational-technical center counselor to initiate a transfer to the technical center for the impending school year.

The candidate should be tested using various instruments to determine basic english and math skills, I.Q., spatial relations, reference ability, manual dexterity, and vocational interest. A conference should then be scheduled between the student, parents and counselor to review the testing results and the vocational interest survey. A career cluster is selected and the student enters grade nine(9) in a technical center. In grade nine(9) heavy emphasis should be placed on basic skill development and a technical or advanced math course should be scheduled. The career cluster is an exploratory experience offering the student an opportunity to test several related course specialities. A follow-up counseling session should be held to assist the student in a speciality selection for grade ten(10).

Our technical centers must not schedule nor organize the curriculum in such a way as to lock students into a cluster. They must permit flexibility and offer corresponding courses that will allow the student to change clusters or transfer to college preparatory programs.

In our full time technical centers, students enter in grade nine(9) and pass on to grade ten(10). Our shared time technical

centers, students enter in grade ten(10), coming directly from the home high school for a half day technical program and returning to the home school for the skill courses.

In either case, grade ten(10) is an important year. Career goals hopefully are clearer to the students and a specific vocational or technical trade is selected. Again, as in grade nine(9), emphasis is placed on basic skill development with advanced math. But, the technical exploratory phase is over. Technical course competencies are delineated and the student embarks on the mission to master the technical skills.

Advanced Credit Phase

Entering grade eleven(11), the student becomes eligible to earn advanced credit toward postsecondary work at Delaware Technical and Community College (DTCC). Prior to eligibility, several issues must be resolved. First, the student must pass the CGP test administered to incoming college students by reaching the minimum acceptable percentile levels in Math and English. Secondly, the program selected by the student must be an Articulated course. In other words, the high school course must be reviewed and accepted by the DTCC personnel responsible for the specific curricular area. The final condition requires that the student earn an academic grade of "B or A", masters 90% of the course competencies, and obtains the recommendation of the secondary course instructor. Most secondary courses qualify for three credits but this policy may vary based on time and difficulty of the course as structured by DTCC.

All advanced credits earned by Tech Prep students in high school are entered on the high school transcript, entered on the postsecondary transcript and entered into the Data File System which tracks all Tech Prep student records through the state operated Educational Computer System (ECS). This system is also coordinated with the study of Vocational Graduates conducted annually by the Division of Planning, Research, and Evaluation within the Department of Public Instruction. Delaware is

currently prepared to follow the Tech Prep students over a period of years to determine what happens to them after graduation.

Final Secondary Year

In grade twelve (12), there is a two part program. In phase one, there is continued emphasis on the academic technical course work necessary to become a successful postsecondary candidate. The second phase is the technical practicum consisting of hands on experience and technical concept building. This phase may be taken exclusively at a technical center or students can walk or ride to a nearby Delaware Technical and Community College campus and pursue course work in college classrooms. In either case, course work completed in the practicum areas is eligible for advanced credit.

Upon completion of the practicum, based on the individual effort, a student may have earned as many as twenty-four advanced credits toward an Associate Degree at Delaware Technical and Community College.

Admission to Delaware Technical & Community College

Upon graduation from high school, matriculation at DTCC and the completion of one college quarter of academic work, the advanced credits will be assigned as earned by the student essentially reducing the time needed to graduate with an Associate Degree. In short, the objective has been reached and simply stated, articulation permits students to pursue postsecondary programs without requiring students to repeat skills they have already mastered in high school. Thus students, institutions, and the state save time, money and eliminate duplication of efforts.

DESCRIPTION

In the latter stages of middle school, grade 8, each student in Delaware should be exposed to a battery of tests designed to indicate the interest area, intellectual quotient, basic and advanced skills mastered, spatial relations ability and manual dexterity. A conference should be held between the guidance counselor, student and parents to review the interest inventory and test results. A decision should be made jointly and an educational course should be planned. Once the plan is adopted, the educational delivery system should be open and flexible, permitting students to change directions or priorities as they mature.

If the decision leads the student to a vocational-technical center and ultimately into the "Tech Prep" program, the various technical courses must be in place to permit the smooth transition to postsecondary education. Within the "2+2" concept, "Tech Prep" is working cooperatively with DTCC and the vocational districts to design and build sequential competency based four year technical courses of instruction. These courses carry advanced credit and upon entering a "2+2" course, the student is eligible to begin accruing these credits. There are minimum requirements. For example, in nearly all "2+2" courses the student must have a "B" grade average, attain 90% competency level and a teacher recommendation. If the student, as a part of the program, enters DTCC campus classrooms to pursue a math or a related technical course, the student must first pass the college admission test. Students are given the COP and must achieve percentile scores in reading, writing, and math that are acceptable to DTCC.

Upon completing the "2+2" secondary phase successfully, the student will have accumulated advanced credit ranging from three(3) to twenty-four(24) credits. The credits will naturally vary from student to student. Nevertheless, the student need not repeat courses where credit has been earned and now may be able to complete the Associate Degree requirements in less than the normal two years.

As the programs are developed and implemented, students attracted to the concept will pursue studies, earn advance

credits, enter DTCC and hopefully graduate with an Associate Degree. Through the collection and analysis of the data described, we will be able to build a picture of the program impact.

An annual evaluation report, by law, must be submitted to the Delaware General Assembly and by policy, must be submitted to the Consortium's Board of Directors.

(Sample)

Articulation Agreement

This agreement is between Sussex County Vocational-Technical School District and the Southern Campus - Delaware Technical and Community College.

1. Participating instructors at the secondary and post-secondary levels will formally adopt a mutually agreed upon set of competencies. These competencies must be mastered by the student and certified by the secondary instructor.

   Course of Instruction: Electronics
   Minimum Grade for credit: "B" - 90% Competency Level

2. Grades, competencies, and advanced credits earned will be maintained by Sussex Vocational-Technical and entered in the student's transcript. these data will also be provided to Southern Campus - DTCC and provided to the Executive Director, Tech Prep, using form: (TP - 1987-01).

3. There will be no charge to the student for tuition associated with earning advanced credit; however, admission fees may be charged as per the established policies of DTCC upon matriculation.

   Maximum Advanced Credits: 24

4. Advanced credits will not be entered on the official college transcript until the student has completed two quarters of college work. However, courses completed during the advanced credit secondary phase need not be repeated if credit was awarded.

5. the secondary course content, quality, teacher effectiveness equipment, learning materials and competencies will be evaluated by the postsecondary

instructor and respective campus Dean prior to certifying the program/courses for advanced credit.

6. This evaluation and this agreement shall be reviewed and if necessary adjusted on an annual basis and must be mutually agreed upon by the cooperating institutions.

7. Participating instructors will continue to update their skills through various workshops and conventions and will meet annually to review and revise program/course competency lists.

Dean, DT&CC Southern Campus August 17, 1987	Superintendent Sussex Vocational- Technical District August 17, 1987

sb
cc: Board of Directors

RECRUITMENT - Each year the Vocational-Technical counselors go into each home school to recruit students. The recruitment effort covers all programs offered by our statewide Vocational-Technical schools. There is a special section on tech Prep describing procedures for enrolling in an advance credit course.

SELECTION - The Tech Prep candidates are evaluated during the first marking period by the Vocational-Technical instructor. At the end of the first marking period the Vocational-Technical counselor checks to see if the candidate has a combined home school and Vocational-Technical Grade Point Average of 85%. Those candidates recommended by the Vocational-Technical instructor and counselor are scheduled for the Delaware Technical and Community College College Guidance and Placement Test.

C.G.P. TEST - The Vocational-Technical Career Guidance & Placement Counselor(CG&PC) coordinates with the Delaware Technical and Community College admissions office and arranges a date and time for the candidates to complete the admission test. A roster with names of the candidates is forwarded to the admissions office. The admissions office administers the test, scores the test, and requests the candidates complete an application for admission. (Non-Matriculated) The Delaware Technical and Community College cluster counselor meets with the vocational technical counselor and the appropriate Delaware Technical and Community College department chair-person and determines which candidates are eligible to participate and in which courses he/she will register.

REGISTRATION - Each Tech Prep student is given a "Request for Early Admission" form and is instructed to secure the appropriate signatures. The student then reports to the Registrar's office on or before open registration day.

CLASSES START - Tech Prep students attend their appropriate Delaware Technical & Community College classes during their normal Vocational-Technical day. Each student is awarded a scholarship by Delaware Technical & Community College and Tech Prep furnishes their books and tuition costs.

CONTINUATION CONFERENCE - Near the end of the third week of the Delaware Technical Community College class, a conference is held to determine if the student should continue. This conference is held between, but not limited to, the student, the Delaware

Technical Community College Instructor and the Vocational-Technical Instructor.

CLASS CONTINUATION - Student continues class using remedial services of Delaware Technical Community College if needed. When the student successfully completes the course, the student, Vocational-Technical Instructor and Vocational-Technical counselor decide if the student is ready to go to the next level course.

MATRICULATION - When the student approaches the end of his/her high school senior year he/she can, if they wish, request to become a matriculated student and formally enroll in a degree program.

COMPUTERIZED STUDENT DATA FILE *- Students participating will have their advanced credits registered and tracked on the statewide/DPI-ECS computer system. Data is accessible to administrators, counselors and instructors from Vocational-Technical centers and Delaware Technical Community College but can only be adjusted by authorized personnel in the Tech Prep Office. There are appropriate access codes to reserve confidentiality.

HIGHER EDUCATION - Students may apply their degree from Delaware Technical Community College to higher education institutions, i.e. University of Delaware parallel program and Wilmington College.

* The Computerized Student Data File maintains demographic data on each Tech Prep student as well as a history of all advance college credits, grades, etc. These data are cross referenced to three other file systems maintained by the Delaware Department of Public Instruction: (a) Graduate follow-up study; (b) State Dropout analysis; (c) Achievement Testing using the Stanford Achievement Test. These cross referenced data banks offer valuable information about the progress of the Tech Prep students and are used to improve the course offerings.

DELAWARE TECHNICAL & COMMUNITY COLLEGE - ON CAMPUS

STUDENT PROGRESS MODEL

RECRUITMENT

SELECTION

C.G.P. TEST

REGISTRATION

CLASSES START

CONTINUATION CONFERENCE

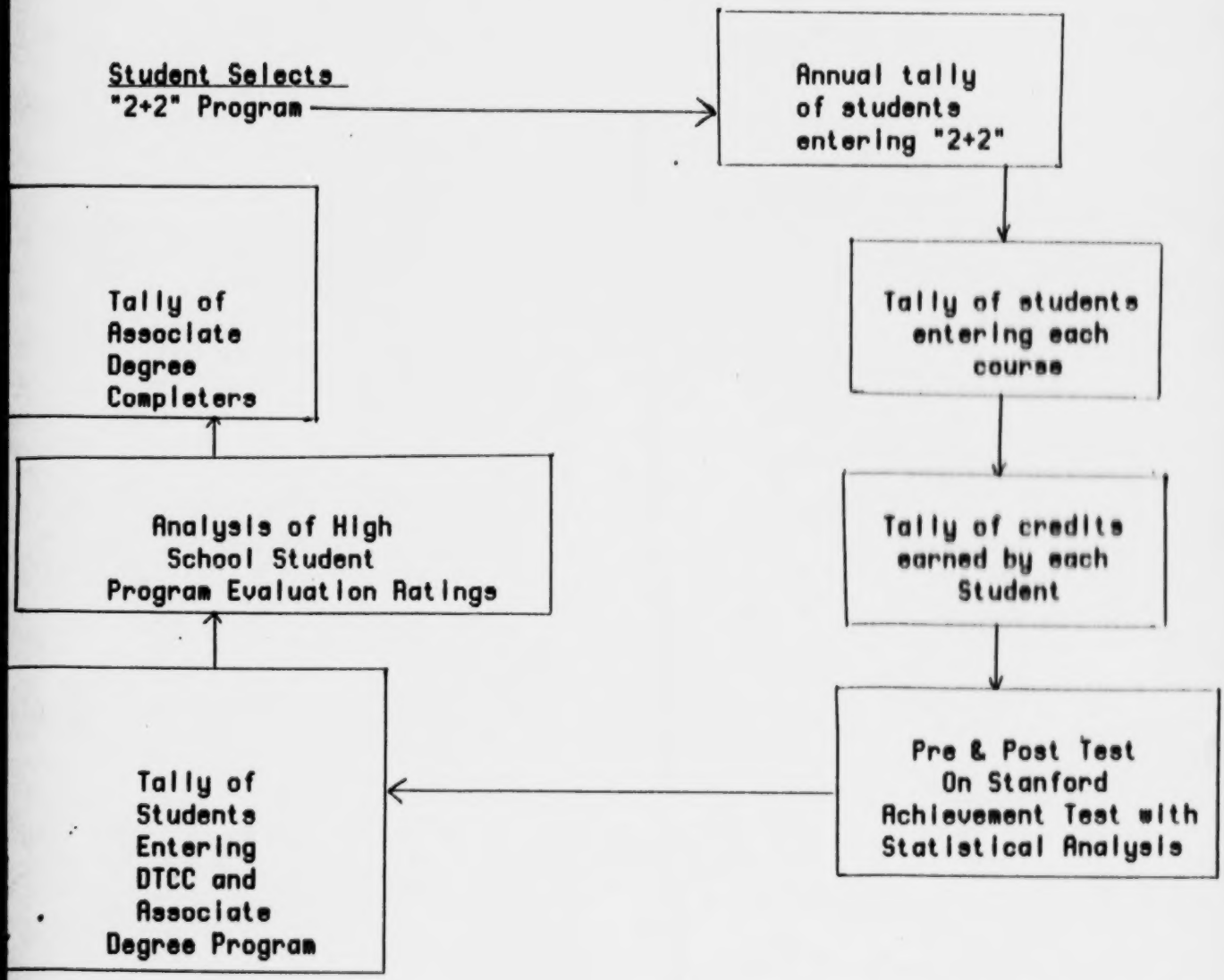
CLASS CONTINUATION

MATRICULATION

COMPUTERIZED FILE

HIGHER ED WORLD OF WORK

TECH PREP EVALUATION MODEL


Student Selects "2+2" Program
Annual tally of students entering "2+2"
Tally of students entering each course
Tally of credits earned by each Student
Pre & Post Test On Stanford Achievement Test with Statistical Analysis
Tally of Students Entering DTCC and Associate Degree Program
Analysis of High School Student Program Evaluation Ratings
Tally of Associate Degree Completers

I. **Evaluation Criteria (Student)**

Selection of "2+2"

Each year through the recruitment and public relations efforts, students will select entry into the articulated "2+2" program and individual courses of study. An annual tally will be conducted and charts will be maintained to show student interest through the enrollments in both the program per se and the individual courses.

Credits Earned

As the students complete the courses on either a semester or full year basis, advanced credit forms are mailed to the secondary instructors. The instructors complete the forms and return them to Tech Prep. These data include the course name and number of credits earned by the student in addition to other pertinent demographic data. A chart of the number of entries and successful students will be maintained in addition to the numbers of credits that have been earned. These data should provide additional information on both student interest and percent of program completions.

The CGP

Entering grade eleven(11), when students declare their intention to enroll in "2+2" courses, the Career Guidance & Placement Counselors (CG&PC) coordinate a CGP test day with the nearby Delaware Tech campus counselor. Each Delaware Tech campus has a designated counselor who facilitates "2+2" activities and cooperates with both Tech Prep and the high schools.

The CGP is administered, scored, interpreted and reported back to the CG&PC and Tech Prep. Tech Prep enters the scores on the Student Data File System for future transmission to DTCC. The CG&PC meets with the "2+2" high school instructor and reviews each score. For students who pass with the qualifying percentiles in reading and math, the student is certified as a "2+2" eligible student. For those who do not qualify, a remedial plan is formulated to assist the student in improving the weaknesses pointed out on the test.

Associate Degree Program

Once the high school student graduates with advanced credits earned by participating in a "2+2" program, we need to analyze where the graduate enters college, whether the graduate enters full time employment or the armed forces.

A follow-up tracking system is being designed so that we may correlate the data.

Chart #1	Entry 1st Yr. 2nd Yr. 5th Yr.	Work	DTCC College		A/F	Unempl.
Chart #2	DTCC AD Program Graduate Yr.	Cert.	%			
Chart #3	Work CIP Code	Related	Partial	Not Related		

Student Program Evaluation Rating

The Career Guidance and Placement Counselor (ONE per high school), will meet with Tech Prep personnel in the Spring 1989. At that time, we will design an appropriate Student Rating Form.

Utilization and data collection will begin in the Spring 1990. These data will be analyzed to determine the perceived value of the program and the data may eventually be crossed referenced with grades and the follow-up reports mentioned previously.

II. Evaluation Criteria (Program)

Base Data

Data will be collected annually to determine the number of articulation programs, and courses that are in operation.

Since a large part of the Tech Prep strategy is to conduct workshops, an annual report of participants will be maintained as well as their workshop ratings. Each participant submits a rating form at the end of each workshop experience.

Competencies

As the secondary and postsecondary staff members meet to decide and finalize course competencies, members of each technical advisory committee will be charged with evaluating the course competencies and reporting their finding to Tech Prep.

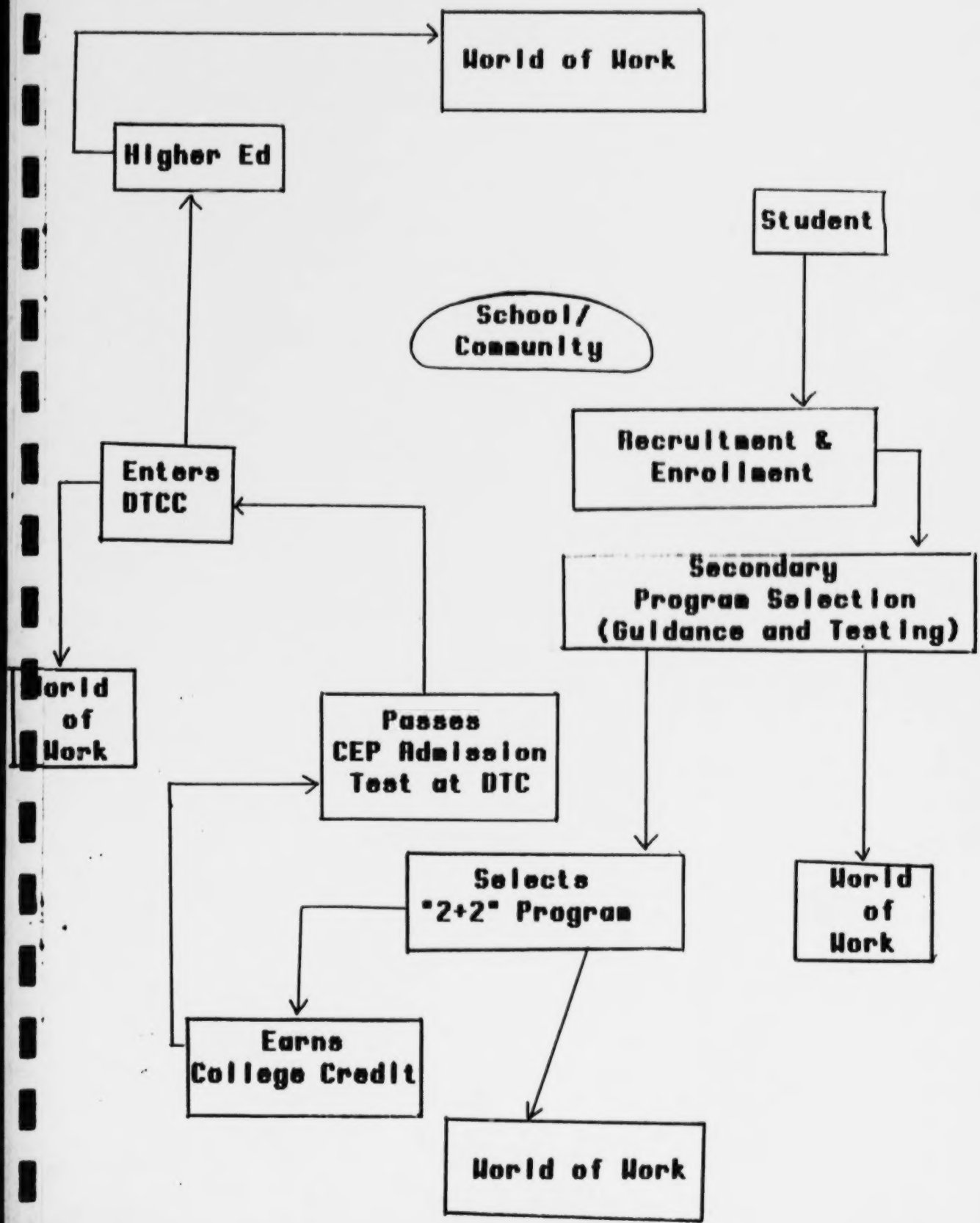
Competencies will be evaluated on their relevance as to the practical application in the work place, sequence, comprehensiveness and applicability to instruction.

Additionally, advisory members may be called upon to evaluate equipment, instructional materials and the classroom setting as it may simulate the work place.

Cross Referencing

The Delaware Department of Public Instruction conducts annual studies in achievement testing, dropout analysis and graduate follow-ups. Various cross reference studies will be designed in concert with the Department of Public Instruction Research Division and the Career Guidance & Placement Counselors.

The results of the cross reference studies will be published annually once the longitudinal base line data becomes available.


World of Work
Higher Ed
Student
School/
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Recruitment &
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Program Selection
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Passes
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World of Work